



Todd Phelps, Tonia Waldner, Cady Ching, Cree Iron Cloud, Veronica Lane, Ernest Haleck, Kevin Wong and Michaela Raikes represented SAIO in White Plaza in April prior to the 2010 ASSU elections for Special Fees and Senate.

## Moving Forward, One Obstacle at a Time

Dear American Indian, Alaska Native, Native Hawaiian and Pacific Islander Community and Family,

In spite of budget cuts and reduction to our staff, the NACC/AIANNHP is spilling over with activity and enthusiasm. It is evident that our beautiful and wonderfully talented student community is vibrant and full of good will.

In keeping with this spirit, the NACC decided to move forward with plans to change out the four computers in our computer cluster, in spite of the fact that we do not presently have the funds to buy them. We originally shared with our Advisory Board that we could not comply with the university's policy to replace our cluster computers every three years. However, after some considerable thought about not allowing budget cuts to determine NACC's ability to serve our students, this decision was reversed. A second major encouragement came to us from our students in the American Indian Science and Engineering Society (AISES). They made an amazing and heart-warming offer to pay for all four computers! In my tenure at Stanford, this has been the kindest student gesture I have witnessed. This is evidence of good-hearted care and concern in the Native community. It was difficult to decline such an honorable offer, but in light of strong commitment to our serve our students, the NACC felt it necessary to explore other options before taxing one student organization with so much responsibility. Therefore, it was our decision to accept two computers from AISES with the understanding that we will pay them back for the second computer. In order to pay for the other two computers we are asking, for the first time, for help from our graduating seniors and our alums. If each of these two groups can donate \$1500 to buy one computer each, we will have the funds for 4 computers at a total cost of \$6,000. I have not formally addressed this with these two groups, but hope they will be open to this request.

The NACC has also decided to go forward with another big financial challenge. We decided to modify the eight-day Stanford Summer Native Immersion Program (SNIP, 2000-2009), which was a pared down version of the three-week American Indian Immersion Program (AISIP, 1988-1999), to three-day PAR-SNIP (which stands for a PARTIAL SNIP!) This modification was made necessary by the 22% reduction to the NACC/AIANNHP budget for this year and because SNIP funding from the university amounted to a minimal contribution. Nonetheless, we believe that building community and helping students look at their cultural perspective is critical to a successful career at Stanford and we are NOT willing to allow financial restraints stop this initiative!

The strong beautiful spirit of the Native community at Stanford supports all our efforts and is a source of pride and joy. So, in spite of the challenges, we continue to thrive! The 39<sup>th</sup> Annual Powwow has done an outstanding job of working through the deficit of university contributions. The Lakota and Native Hawaiian Language courses have been offered and will be supported for at least another year, depending upon enrollment. This year's student-initiated course, "Our Country, Our Way of Life: Indigenous Peoples & Environmental Justice" (Native American Studies 25 SI), was extremely successful. And, SAIO and all the student organizations under this umbrella group make our community the best in the nation.

The spirit of giving has always been a strong cultural value among many of our tribes, nations, groups and people. Giving and sharing represents togetherness, family and care. Our website now has a "Giving" button to facilitate financial contributing to the NACC/AIANNHP. If you would like to "give back" to the Stanford Native program it will allow us to continue to provide services to our students.

gOh@nTOa aga s@nlA wAyOwu^ (Creator has given us a good day!)

Wishing you Many Blessings,  
Winona Simms, Ph.D.

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# The Future of SAIO Leadership

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Hello everyone, I hope your break went well. Believe it or not, it is spring quarter, which means the end of the year is coming. This quarter is always very busy for our community as we have our two major events one weekend after another: Stanford Lu'au and Stanford Powwow. These events are both amazing and vital to the perpetuation of our community here on campus. First, each event is able to bring a unique cultural perspective to campus, which helps us raise awareness of Native student groups here at Stanford. Additionally, events like these strengthen our community and oftentimes help us feel a little closer to home.

With that being said, these events, as well as many others during the year are run solely by a group of dedicated students. For instance, the Stanford Hawai'i club sponsors and plans the annual Stanford Lu'au and the Stanford American Indian Organization (SAIO) Powwow Committee sponsors the Stanford Powwow. The students are the essential backbone of these events, and each year upperclassmen take the lead, drawing from years of experience, to ensure that these events are a success.

The Class of 2010 has done an amazing job with events and programming for the past 3-4 years. I have personally been involved with and seen how they organized an abundance of political events, including protests, letter writing, and demonstrations, as well as coalitioning with Native alumni, to take a stand for our community centers and raise cultural awareness. I would like to personally thank the senior class for all they have done for the Native community, as it would not be what it is today without all your help. You are greatly appreciated and admired for your dedication to our community.

Now, as the seniors prepare to graduate it is imperative that the current juniors, sophomores and freshmen step up as the future leaders of the Native community. It is my hope that the current seniors pass on their knowledge before they leave so that next year's leaders can guide our organizations with confidence. One of the greatest obstacles the seniors have faced in their time at Stanford has been the series of drastic budget cuts to the community centers. Drawing from their wisdom, we can learn strategies to address changes to center funding and secure the funding we have maintained. For example, in order for our organizations to get funding to hold events at the Native American Cultural Center, we must document the events that are important to our community as well as to the Stanford community as a whole.

I write this letter to remind everyone how important it is to maintain close communication within the community. Last year, SAIO leadership introduced intern positions for freshmen, sophomores and juniors to work under the co-chairs of each SAIO umbrella group. Interns assist co-chairs by programming events, attending meetings and learning vital leadership skills. While the interns help bridge the gap between the current senior class and the younger students, it is vital that even more students step up so that the community is prepared to face future challenges.

I am writing to ask students from our community to step up, for this last spring quarter we will have with our beloved seniors. Step up to an experience that will help you gain professional skills, and step up for the survival of our Native community programming and cultural center. We all still have one quarter to learn some knowledge from the people holding positions now. Email an officer of an organization you are interested in and ask them to meet and talk about the position and all it entails. If we do not work together in solidarity, we risk the loss of significant funding our predecessors fought to secure. I ask that we do not allow this to happen and that younger community members take on leadership roles to ensure we attain the knowledge to make sure our community thrives. Our community has always been small when it comes to percentage points, but it is growing and growing fast. Let us make sure that future students are provided with the same benefits that we inherited from our past leadership.

Todd Phelps, '12  
SAIO Co-Chair Intern and Students of Color Coalition (SOCC) Liaison

Advised by Mililani Trask-Batti, '10  
SAIO Co-Chair

# NACC Student Staff Summer Work

My name is **Yve Chavez** and I am Gabrieleno of Southern California and Pima of Arizona. My Gabrieleno ancestors inhabited the San Gabriel Valley in modern day Los Angeles County and surrounding regions extending to Orange County and the Channel Islands. I grew up in Los Angeles and during the past two summers I lived there and completed two internships through the Getty Multicultural Internship Program at two arts organizations. In addition to interning full-time, I worked closely with the Gabrieleno Tribe, conducting research on our ancestral lands and federal land grants. I attended naming ceremonies and tribal meetings led by Chief Anthony Morales, first cousin to my grandmother, Vivian Barthelemy.

Last summer I was selected from a group of 100+ applicants for one of 15 internship positions at the J. Paul Getty Museum at the Villa in Malibu, CA for ten weeks. As a curatorial intern in the Department of Antiquities, I assisted Curator of Antiquities, Claire Lyons, Ph.D., in the preparation of an exhibition honoring Mexico's Bicentennial. *The Aztec Pantheon and the Art of Empire* highlights the similarities the Spanish explorers identified between Aztec and ancient Roman culture and mythology. During my internship I conducted research in English and Spanish, composed object descriptions and wall labels for the exhibition displays and catalogue. I attended exhibition meetings and participated in intern activities which gave me valuable insight into museum administration, conservation, education and curating. This internship confirmed my decision to pursue a future career in art museums.

During summer 2010, I will intern at the Smithsonian Institution's National Museum of the American Indian where I will research and prepare for an exhibition on the ancient Inca people.



*Yve with Gabrieleno Chief and Tribal Chairman, Anthony Morales at the 2009 Naming Ceremony.*

My name is **Cady Ching** and I am a sophomore from Honolulu, Hawaii, and my dream is to work in the field of indigenous health.



*Cady teaches local children at the Family Strengthening Program.*

Last summer I worked through Stanford's Community Service Work-Study program offered by the Haas Center for Public Service. I worked for Kokua Kalihi Valley; a clinic that offers health care services to the low-income families in Kamehameha IV and Kuhio Park Terrace housing districts in Hawaii. I supported the director of a Family Strengthening Program serving immigrant and Pacific Island populations. I worked on many of the non-profit's projects, including a sewing project for mothers through which they could earn money for their sewing, helping to teach them economic self-sufficiency; reading to the children as part of a literacy project; tutoring and helping with the children's homework; preparing materials for the Family Strengthening Program, helping young mothers know how to better care for their children and themselves; observing diabetes programs in the health clinic; assisting case-management in which I would follow my supervisor directly into homes within the low-income housing and assess progress with certain issues; facilitating interviews of many Chuukese applicants for an English class designed especially for the purpose of finding work; shadowing an intervention class with youth and taking students on field trips to see more of the world beyond their housing. All of my time spent working with Kokua Kalihi Valley continued to shape and refine my long-term goals of working with under-represented minorities in health care.

Cross-cultural medicine is one of my academic interests, and I am currently taking a class regarding cross-cultural issues in healthcare. If I continue on to medical school I am determined to transcend cross-cultural barriers in Western medicine settings. I see the necessity in cultural and spiritual healing, and I am a firm believer that the role of a doctor is not only to administer medicine, but to

heal people. I am most inspired by Dr. Lori Arviso Alvord's book, *The Scalpel and the Silver Bear*, in which she speaks about the importance of balancing her Native culture with Western medicine. (Stanford Medical School Alum, Dr. Lori Arviso Alvord is the first Navajo woman surgeon in the U.S.) I hope to also work to find a balance between traditional medicinal practices and Western techniques of healing.

This summer I will work with a tribal clinic on the Coeur d'Alene reservation in Idaho through the Haas Center for Public Service Community Work-Study program. My aunt lives on the reservation so I will be spending time with family, going to powwows, and will be exposed to health care in Native American communities, which is more consistent with my course of study and life goals. The medical center utilizes Native American healers in addition to Western doctors, and I am most excited to see how the community responds to such treatment alternatives. In summary, all of these summer experiences will help bring me closer to my long-term goals!



Ya'ah'teh, shi ei **Darwin Yellowhair** yinishye. Tábaahá nishli, Tl'aashch'i'i bashishchiin, Kinyaa'aanii ei dashicheii, doo To'ahani ei dashinali. Hi everyone, my name is Darwin Yellowhair. I am Diné originally from Dennehotso, AZ on the Navajo Nation. At Stanford, I am a sophomore majoring in Architectural Design. This past

summer I had an internship with my brother's 100% Navajo owned and operated Civil Engineering Consulting Firm, Arrowhead Engineering, Inc. based in Tucson. The firm offers a full spectrum of services including land development, project management, water resources, flood analysis and mitigation, hydraulic analysis, earthwork analysis, and construction monitoring, cost estimation, and scheduling. The projects I worked on include: building infrastructure for a fleet maintenance facility and modular outpatient building, assessing water pollution through a 14 mile water system, planning a private residential water line, and drafting carwash structures through AutoCAD Civil 3D. This gave me practical drafting and engineering experience.

This summer I plan to work more with an architecture firm, which works with Arrowhead Engineering, Inc. on many projects. John Barton, the head of the Architectural Design program at Stanford, has offered to recommend and connect me with other architecture firms in the Tucson area. I hope this summer experience will prepare me to pursue graduate studies in architectural design, become a certified architect, and one day start a Navajo owned architecture firm.

My name is **Noa Lincoln** and I am Native Hawaiian from Kealahou on the Big Island of Hawai'i. I am a second year Ph.D. student in the Interdisciplinary Program in Environment and Resources (E-IPER) with research focused on traditional and modern agriculture in the tropics. Last summer I received funding through a grant from the McGee School of Earth Science, as well as funding from my department, E-IPER, to travel to Hawaii and do field research. The proposal I submitted focused on traditional Hawaiian agriculture. The Native Hawaiians maintained vast intensive agricultural systems, some of them up the 60 square miles, for hundreds of years. I believe that this original example of sustainable agriculture has valuable information applicable to modern farming. One mystery is where the Hawaiians got enough nitrogen to sustain such high crop yields over the 500 years of farming (you typically run out in about 150 years). In answering this question there could be significant contributions to modern agriculture, which is currently plagued by problems associated with nitrogen such as the 'dead zone' in the Gulf of Mexico.



*During fall quarter, Noa was featured as a presenter for the monthly American Indian Staff Forum Hanitchak Lecture Series.*

In Hawaii I worked with other Stanford students and post-docs, as well as local interns, to establish a series of experiments. I spent a lot of time growing and harvesting plants as well as digging in the soil, decomposing leaves, and, of course, preparing samples at the Magma Lab in Volcanoes National Park. This summer I will be expanding my work in Hawaii with (hopefully) more funding. I applied for several larger grants, such as the Fuller grant sponsored by WWF, the Switzer foundation and the National Science Foundation. I have also been helping Stanford undergraduate students write their own proposals for undergraduate research grants, major grants, and others in order for them to assist in my research. The undergraduate research grants include a stipend from \$2000 - \$6000, which will cover travel expenses and research materials. I hope to work with two students from Stanford and two local Hawaiian student assistants this summer, for which they will receive a stipend and course credits.

## My Summer in the Bay (UC Berkeley SROP)



My name is **Kayla Carpenter** and I am a Hupa, Yurok and Karuk from the Hoopa Reservation in Northern California. This past summer I was blessed to participate in the University of California Berkeley's Summer Research Opportunity Program (SROP). The eight week program from late May to early July was

established to "promote access to graduate education" and "increase the level of diversity among students entering Ph.D. programs by providing research opportunities under the supervision of a faculty mentor." The program offers internships in research for the arts and humanities, social sciences, law, and physical sciences for sophomores, juniors and rising seniors. I have since learned that programs that encourage research in so many areas are rare, since most summer research programs are for the hard sciences only. This is because the hard sciences in general receive more funding for summer programs, though there are a few programs like SROP out there. You just have to find them.

For Berkeley SROP, students receive a stipend and free summer housing. They also receive free Kaplan GRE test prep and advice from directors in the Graduate Diversity program on their applications and essays for graduate school. This also includes advice on applications for fellowships. Depending on the student and the faculty mentor, students can either conduct their own original research or participate in the faculty mentor's current research. I was able to conduct my own research in the linguistic department on variation Hupa Language, an endangered Athabaskan language of Northern California. With help from a faculty and grad student mentor, I was able to explore what dialectal differences may exist, and persist among recorded speakers of Hupa language. I also was able to transfer credits earned from my research during this time to my Stanford transcript – a total of 4.5 units.

For me, the program got off to a somewhat rough start, beginning before my finals at Stanford were completed. Most other students had had a break before they began, while I was shuffling back and forth for a week or two.

In the end though, the program was amazing. I made friends through my cohort, got a taste of graduate student life at Berkeley, and made connections in the

linguistic department that helped my application to that department in the fall. Following the SROP program, I applied to the UC Berkeley's MA/Ph.D. program in linguistics, and was accepted on a Chancellor's Fellowship, the most prestigious fellowship offered by the University and essentially full funding for my graduate career. I do not think this would have been possible without my experiences this past summer, and the support that SROP gave me. I say that I was blessed because I had no intention of applying even after the deadline of the program had passed. A week after the deadline, one of the SROP directors had, by chance called a Stanford staff member inquiring about potential Native American students that might be interested in the program. This person recommended contacting me, remembering my interest in Berkeley. Once I knew about the program, I applied late and got in. I tell this story to let people know that sometimes it's about who you know and asking the right questions, and that one phone call can go a long way.

### **John Milton Oskison Writing Competition**

A Cherokee from Vinita, Indian Territory, John Milton Oskison (1874-1947) was the first Native American to graduate from Stanford. Having studied English at Willie Halsell College, John was one of two American Indians matriculating at Stanford in 1894 (George Hughes, Cherokee, from Tahlequah, I.T., was the second). After serving as the President of the campus Literary Society, Oskison received his A.B. in law from Stanford in 1898 and went on to attend Harvard University. He later worked as an editor at Collier's magazine in New York, was a member of the Society of American Indians (the first Indian-run national reform organization) and wrote on American Indian issues.

Each year, the Stanford American Indian, Alaska Native and Native Hawaiian Program/Native American Cultural Center looks for outstanding papers by American Indian, Alaska Native and Native Hawaiian undergraduate and graduate students of Stanford University. Competition winners are acknowledged at the annual Native Community Mentor Award Dinner in February.

### **2010 Award Winners:**

#### Undergraduate

Lyla Johnston, '11

"The Matsigenka in Peru: Issues of Physical, Ecological & Territorial Integrity"

Kevin Wong, '12

"The Role of Culture in Differentiating Hawaiian Identities: Kanaka Maoli (Native Hawaiian) vs. Hawaiian-at-Heart"

#### Graduate

Benjamin Hoy, Ph.D. '13

"Indians not Taxed: American Indians and Census"

Bronwen Tate, Ph.D. '12

"Feet on Bombed Ground: Lorine Niedrecker and Robert Lowell in 1946"

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# Study Abroad Stories

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## Chile: Not Your Average Quarter Abroad...



When we set out on a journey, we know it will change us, but we never know exactly how. When I decided to spend a quarter in Santiago, Chile, I imagined taking Spanish classes, hiking in the Andes, visiting the Precolumbian Art Museum, and maybe seeing Machu Picchu. I did do some of those things, but my plans for Winter quarter were overshadowed by other

events: an 8.8 earthquake, a volcano, tsunamis, a country-wide blackout, and the other 2 Native students on the trip being hospitalized and evacuated (Kayla Carpenter with appendicitis, and Lyla Johnston with earthquake-related injuries). The academic motivation for my time in Chile was to research the Vicaría de la Solidaridad, a Catholic organization that provided legal recourse for torture victims and “disappeared” persons during the Pinochet dictatorship. My unofficial project during my visit was to discover as much as I could about local indigenous cultures, past and present.

Early in the quarter, Kayla and I searched for signs of Native presence in Santiago. We quickly learned that being Native in South America meant something very different than it did back home. Many people didn't understand why we would claim our indigenous heritage and be proud of it. We met several indigenous-looking Chileans who claimed their ancestors were all from Europe. Shame and racism can really distort an individual's self-perception! We made friends with a Mapuche indigenous woman in Santiago, and we talked about the similar effect that dams are having on the rivers and traditional way of life in both hers and Kayla's native lands. We talked for a long time and found many similarities in the problems facing Native peoples in North and South America.

I was at Kilaleufu, a Mapuche indigenous farm in Southern Chile, when the earthquake hit at 3:40am on February 27, 2010. The dogs barked like crazy, each time warning us of another aftershock. I went out into the field. The wind blew and the earth trembled. Birds were singing eerily in the night. I looked up at the stars. I saw the Southern Cross. One star shot across the sky, and then another. I looked at the horizon and saw an unsettling sight: Villarica, the nearby volcano, glowing red, with a red plume rising directly above it in the sky. I went inside and back to bed, hoping that we were beyond Villarica's firing range. (Irma, our host, calmly informed us that the volcano never goes 40 years without erupting. And when was the last eruption? You guessed it – 1970!) It didn't erupt, and we spent the 4 days without power

learning to make Merkén (a Mapuche spice) with the wood stove, asking Irma about the Mapuche plants in her garden, doing homework by candlelight, and washing our clothes in the river. When the power finally came back on at Kilaleufu, our connection with the outside world was reestablished through the television. Critiques about how the government wasn't doing enough to help the earthquake and tsunami victims flooded into the farmhouse. As we sat in our relatively comfortable kitchen chairs, eating a hot meal and watching the chaos on TV, it occurred to me that instead of waiting for the government, *we* should be doing something. I knew that I had to help, as soon as I got home to Santiago.

Four days after the earthquake, buses started running again, and I managed to get a bus home. What should have been a 10-hour ride took 18 hours, driving over half-collapsed bridges and sunken highways dotted with orange safety cones. When I got back to my apartment in Santiago, I took a hot shower and checked my email, but doing these things just made me angry. I knew from the news reports that there were people in this same city, still without water or roofs over their head. I was angry with the two Santiagos: the rich one where the basic comforts of life were so easily restored, and the poor one, where things wouldn't return to normal for years, if ever. I resolved once again that, after some sleep, I would do whatever I could to help with the relief efforts.

I volunteered with a crew of college-age Chilean students at Un Techo Para Chile, the local version of Habitat for Humanity. We were clearing piles of rubble out of Lo Prado, one of Santiago's poor neighborhoods, hit the hardest by the quake. After an hour of work, a woman appeared from one of the houses, carrying a few bottles of soda and some cups. Soon after, another neighbor set out a big bowl of grapes. These people were already poor, and had just lost everything, but were feeding us. Two days before, they had been without water, and now, they were offering us a drink from their garden hoses. Despite it all, they had neither lost their compassion nor their capacity to give. The human spirit is an incredible thing, and I learned a lot from the gratitude and generosity that the residents of Lo Prado showed to a group of young strangers, even under the worst conditions.

Now safely back home on the San Andreas Fault, I'm still trying to reintegrate everything I learned and saw in Chile into my life here. I fell in love with Latin America, and I hope to go back there eventually, but for now, I'm glad to be home. It feels so good to be back at the Native Center, and to see all of the friends I haven't seen since the earthquake. This was certainly not the quarter abroad that I was expecting, but I'm grateful for it.

*Aidan Dunn, '11*

## South Africa: Skipping Winter



Rachel and Mililani in Cape Town, South Africa, photo courtesy of Rachel Lum Ho.

Molweni and aloha mai kakou. We're back from our quarter in Cape Town, and while we're missing the South African summer weather, we're very happy to be back with our friends and our community here at Stanford to finish up our senior year. Our time in Cape Town was tons of fun, filled with trips to the beach, incredible hikes, concerts in the park, shadowing in clinics (which IS actually tons of fun if you're dorky pre-meds like we are), shark cage diving, and more. Most importantly however, it was an unforgettable opportunity for personal growth and reflection. Our classes ranged from things like "Western Cape Sites of Memory" in which we studied and visited important historical and cultural sites throughout the Cape, to topics like "The Political Economy of AIDS", "Negotiating Home and Citizenship in the South African City" and "Genocide: the African Experience" which introduced us to many important social and historical issues in South Africa.

While all of our classes were extremely interesting, and contributed greatly to our knowledge and understanding of the place we were in, we both agree that the most meaningful aspect of our Cape Town experience was being able to participate in service learning. Service learning is somewhat of a cornerstone of the overseas program in Cape Town, and had been our primary reason for applying to go in the first place. As part of the supervised service-learning course, we were both assigned to work at an amazing Non-Governmental Organization called Philani. Philani is a community-based child health and nutrition program in the township of Khyaletsia that focuses on rehabilitating malnourished children and their families via outreach, clinical services, education, skills development and employment for mothers, and many other forms of support. For those of you who know us, you'll know that this kind of work is very much in line with our academic and personal interests, and you can imagine our excitement to be able to contribute to such an amazing organization, and to learn from the incredible people involved in its founding and implementation.

In closing, we would just like to say that it was an extremely positive, transformative and worthwhile experience and would encourage anyone and everyone to chat with us about it if interested. Overall, we are incredibly grateful to have had the opportunity to travel and learn and grow during our participation in the Cape Town program, and would strongly encourage others to look into it and think about taking advantage of not only Cape Town, but the many potentially enriching abroad experiences offered here at Stanford.

*Rachel Lum Ho, '10  
Mililani Trask-Batti, '10*

### **Class of 2010 Graduating Seniors, Co-terms and Graduate Students**

Enrique Allen (M.S. Management, Science and Engineering), Samantha Azure (M.A. Sociology), Taylor Belchak (B.A. Psychology), Ana Brown (B.S. Physics), Valerie Brown (B.A. International Relations), Kayla Carpenter (B.A.H. Linguistics), Erika Chase (B.A.H. Comparative Studies in Race and Ethnicity/CSRE), Yve Chavez (B.A. Art History), Hoku Ching (B.S. Civil Engineering, Architectural Design), Shanna Cook (B.A. International Relations), Sam Courtney (B.A. Public Policy), Roxanne Dickinson (B.S. Environmental Engineering), Anna French (B.S. Mechanical Engineering), Vanessa Gatewood (B.A. Communication), Leah Godinet (B.S. Civil & Environmental Engineering), Laura Gravley (B.A. International Relations), Jacobi Grillo (M.S. Mechanical Engineering), Jenna Hailey (B.A.H. Feminist Studies), Alex Ho'opai (B.S. Biomechanical Engineering), Kanani Honeychurch (B.A. Human Biology), Calen Ipalook (B.S. Engineering), Daniel Jachowski (B.S. Computer Science), Kaitlyn James (B.A. Human Biology), Makamae Kahawai (B.A. Japanese), Jess Lam (B.S. Earth Systems), Veronica Lane (B.A. Psychology), Jonathan Latterner (B.A. Psychology), Rachel Lum Ho (B.A. Human Biology), Maggie McKinley (J.D. Law), Tina Monguia (B.S. Biology), Leon Peralto (B.A.H. Anthropology), Cuauhtemoc Peranda (B.A.H. CSRE), Michaela Raikes (B.A. CSRE), Micki Ream (M.S. Earth Systems), Chelsey Russell (B.A. Human Biology), Jenae Sanchez (B.A. Psychology), Sally Schonefeld (B.A. Human Biology), Eva Sheridan (B.A. Science, Technology and Society), Lindsey Smith (B.A. English, Creative Writing, B.A. Italian), Tara Smithee (B.S. Earth Systems), Noelle Spring (B.A. International Relations), Michael Squeri (B.A. English, Creative Writing), Taryn Takahashi (B.A. Human Biology), Benjamin Trammell (M.A. Education), Mililani Trask-Batti (B.A. Human Biology), Tim Wilcox (B.A. Anthropology), Lisa Yang (B.A. Psychology)

# Native Graduate Students

Every autumn and winter quarter, freshmen students have the opportunity to earn course credits through the Native Partners for Academic Excellence (PAE-V) mentoring program. During the last meeting of winter quarter, a panel of current and recent graduate students spoke with undergraduates about the transition to graduate school, their departments and research topics. Five graduate students sat on the panel, including Matt Anderson, Nanibaa' Garrison, Benjamin Hoy, Noa Lincoln and Nick Viles.



PAE-V Graduate Student Panel, photo courtesy of Ben Hoy.



My name is **Benjamin Hoy** and I am a Ph.D. student in the Department of History at Stanford. I study Native American history and demography in the Great Lakes region between 1850 and 1900. In particular, I am interested in how Native Americans selectively recognized the Canadian and American border, how government officials

attempted to enforce a rigid separation between countries, and how Indians created opportunities for themselves in urban spaces. Finally, I am working on an ongoing land claim case in Michigan. I got into this field in my third and fourth years as an undergraduate at the University of Guelph where I worked as a research assistant on the 1871 and 1891 Canadian Census project. This work exposed me to the methodological problems involved in enumerating aboriginal individuals and the importance that census data has for government policy.

I am involved with the Stanford Native center as a graduate coordinator for PAE-V, alongside Noa Lincoln, which helps Native undergraduates make the transition to college. I am also the financial officer for the Stanford Native American Graduate Students (SNAGS), which is an interdisciplinary organization for Native American Graduate Students at Stanford.



My name is **Nanibaa' Garrison** and I recently completed my Ph.D in genetics at Stanford. My dissertation was on "The Genetic Architecture of Human Pigmentation" and I examined pigmentation genes in human hair, skin, and eye color in six ethnic

groups in the U.S.. Shortly after completing the Ph.D. requirements, I began postdoctoral work at the Stanford Center for Biomedical Ethics within the Center for Integration of Research on Genetics & Ethics. My research interests include personal genomics, human genetic ancestry and evolutionary history, and issues with privacy and confidentiality, particularly in Native American people. I hope that my work will help Native communities think carefully about the issues in genetic research, especially if these communities want to participate in research studies. I plan to pursue a research career in academia where I can continue to examine issues in genetics and Native people.



Cherokee Club farewell dinner for Matt Anderson, photo courtesy of Nanibaa' Garrison.

After completing his Ph.D. in genetics at Stanford, **Matt Anderson** recently accepted a post-doctoral appointment at the University of Minnesota. Prior to his departure at the end of winter quarter, the Stanford Cherokee Club hosted a dinner to thank Matt for his numerous contributions to the Stanford Native community. During his time at Stanford, Matt was involved as a PAE-V mentor and coordinator, graduate student liaison, and math and science tutor. In 2009, Matt was the co-recipient of the Anne Medicine Mentorship Award, along with Nanibaa' Garrison, in recognition of his role as a mentor in the Native community. Although Matt's presence in the Stanford community will be missed, everyone is extremely proud of his accomplishments and wishes him the best of luck in the future.

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# Native Alumni

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**Dr. Mary Jiron Belgarde (Ph.D. '92)** (Isleta & Ohkay Owingeh Pueblos) is Associate Professor Emerita of American Indian Education in the Language, Literacy and Sociocultural Studies Department in the College of Education at the University of New Mexico. She is currently completing a study entitled "Indian Education in New Mexico, 2025," and a CD-ROM entitled, "Self-Determination and School Choice: Starting and Operating Native American Charter Schools in New Mexico," both funded by the New Mexico Public Education Department. Dr. Belgarde is also working with the American Indian Higher Education Consortium on a NSF funded project on "Indigenous Evaluation." She is currently co-organizing a Native American Alliance for Charter Schools and the 2010 National Conference for Native Charter and Other Self-Determined Schools (April 2010) with the New Mexico Coalition for Charter Schools.

In March, the *Las Vegas Review-Journal* published an article on the research of **Karletta Chief (B.S. '98,**

**M.S. '00).** In "Desert hydrologists go with the flow at tunnel project in Boulder City," the author, Keith Rogers, discusses Dr. Chief's contributions to studying the water absorption levels of desert soil at the Desert Research Institute's facility in Boulder City, NV.

On May 3, 2010, Stanford will host three Native alums at the Distinguished Alumni Scholars Day: Angelique Eaglewoman, Erich Fox Tree and Jean Fox Tree.

**Angelique Eaglewoman (B.A. '93)** is the only Native American law Professor in Idaho, where she is building an academic program in Native American law at the University of Idaho where she attended law school.

**Erich Fox Tree (Ph.D. '04)** is a cultural anthropologist who has conducted extensive research on the Mayan culture. He has also conducted research with tribal nations, pan-indigenous organizations and diasporic indigenous communities in the eastern United States.

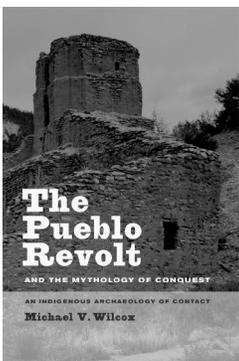
**Jean Fox Tree (Ph.D. '93)** studies the production and comprehension of spontaneous speech as well as spontaneous writing such as instant messaging.

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# Stanford Faculty and Staff

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The *Stanford Report* recently highlighted the accomplishments of Native professor, **C. Matthew Snipp, Ph.D.**, in the article "Count on this: Stanford researchers get better access to census data". Professor Snipp is the director of the Secure Data Center and the Center for Comparative Studies in Race and Ethnicity at Stanford. The Secure Data Center, which is part of the Institute for Research in the Social Sciences, will provide students and faculty with access to government documents on demographic statistics.



Assistant Professor of Anthropology University, **Michael Wilcox, Ph.D.**, recently published a book, *The Pueblo Revolt and the Mythology of Conquest*. This publication reassess the history of the Pueblo Revolt and offers an alternative perspective to traditional portrayals of Native American history. This book can be found at the NACC library under section 4D: Native American Tribes.

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## 2010 Anne Medicine Mentorship Award



This year's recipient of the Anne Medicine Mentorship Award was **Laura Jones, Ph.D.** Laura is the Stanford Campus Archaeologist and Director of Heritage Services in the department of Land Use and Environmental Planning, as well as the University's NAGPRA Officer. She represents the University on issues of historic buildings, indigenous populations and their prehistoric and historic sites on campus and throughout the extended Bay Area and Pacific coast. She is a kingpin in the operations of the Archaeology Center, Jasper Ridge Biological Preserve and its docent program, Cantor Arts Center and Stanford's Anthropology Collections, Hopkins Marine Station and the Stanford Historical Society.

As a mentor with lifelong commitments, Laura continues to inspire undergraduate and graduate students to the study of anthropology, archaeology and museum studies. The Stanford Native Community is proud to acknowledge Laura's numerous contributions to our community and the University.

# Native Student Groups and Activities

## Native Dance Group



Stanford alum, Spencer Smith, MBA '09, leads a workshop on traditional Pacific Northwest Coastal dancing, photo courtesy of Greg Graves.

A long-term dream of the Stanford Native Community has been to increase Native student dancer participation in the Stanford Powwow, and to foster a comfortable setting for students to exhibit their ancestral traditions. Other times in the past, attempts were made to create a Native American dance group, so this year we initiated an opportunity for indigenous students to learn powwow style dances. The group's purpose is to expose interested students to cultural dances of many different styles. During fall quarter, the women learned Fancy Shawl dancing, and in winter quarter students made moccasins with Tlingit elder, Mabel Pike, then began making shawls. We are hopeful that outfits will be started by next quarter, and that the dancers will feel comfortable entering Stanford Powwow the arena. We also have started to feature, when possible, other types of cultural dances, such as Northwest Pacific Coastal dancing.

In February, Spencer Smith and Alyssa London came to teach songs and dances from their coastal cultures. The group will make trips to local powwows to gain more experience with the excitement of being on the *Powwow Trail*. In the future we hope to be able to present Native American cultures through dancing, and as a group we can educate peers and the outside community by exposing them to indigenous traditions.

Encouraging traditional dances and songs are extremely important for indigenous youth. It reminds us all that we are part of a continuum, connecting those who have gone before us with the children of tomorrow. Our feet move like our ancestors' once did, and it is a privilege to learn, teach and perpetuate traditions.

*Cady Ching, '12*

## ANSA: A Tlingit Student's Perspective on being Alaska Native

My name is Alyssa London and I am Tlingit from Alaska. Every summer members of my family return to Alaska to learn about our cultural heritage from my grandparents. At Stanford, the diverse and multicultural community inspires me to continue my Tlingit traditions. There are times, however, when I find it hard to explain to friends the role of the tribe in my life. I cannot explain the sensation of wading in streams looking for herring eggs or the difficulty of trying to learn the Tlingit language from an elder. It is these moments when I feel the separation from my family and yearn for a sense of comfort and belonging at Stanford.

Mabel Pike's visit, coinciding with her **90<sup>th</sup> birthday**, provided that connection to home. Not only did she share her beading and clothing making skills, but she united the Alaska Native community informing both the Native and larger Stanford community about Tlingit culture. Open conversations between the Alaska Native students and Mabel about life in Alaska, family dynamics and current happenings within our tribes and Alaska gave us a sense of comfort rarely found at school. For the Alaska Native Student Association (ANSA) this connection was strengthened over a meal where we discussed the role Alaska Native culture plays in our lives. During this time Mabel made us very at ease and at home. Mabel's ability to unite people and make them feel comfortable enough to participate in the moccasin making workshop, led to an open exchange throughout the weeks she was at the Native American Cultural Center. Her visit demonstrated that even though we are away from home and communities, a connection to your cultural heritage and a feeling of belonging can be found at Stanford.

*Alyssa London, '12*



During her recent visit, Tlingit elder, Mabel Pike, celebrated her **90<sup>th</sup> birthday** with the Native community in addition to teaching students how to make traditional moccasins.

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# AISES National Conference 2009

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Every year, the American Indian Science and Engineering Society (AISES), a nation wide organization, celebrates the accomplishments of its chapter members at the AISES National Conference. Usually, the Stanford AISES chapter takes an average of 12 people to the National Conference, but this year, after a very competitive application process, the Stanford AISES chapter took an outstanding group of 18 amazing community leaders to the national conference in Portland, Oregon. The conference had a total of 1,449 attendees.

This year the theme at the conference was "The Difference Is You." Throughout the conference, chapter members were reminded of how their decisions and habits affect our environment. Guest speakers discussed innovations, geared towards creating a greener environment, taking place in the fields of science and engineering. At the opening ceremony Native activist and environmentalist, Winona LaDuke, shared with AISES members the profound impact growing your own food or building windmills could have on many Native tribal lands. The main message delivered was that change starts with you, and your environmental decisions do have great impacts on your communities.



*Stanford AISES chapter at the 2009 National Conference, photo courtesy of Waddie Crazyhorse.*

One of the most important events that takes place at the annual conference is the Career Fair. In preparation our AISES group attended a resumé writing workshop sponsored by Lockheed Martin. During this workshop members were given a one-on-one session with representatives to improve their resumes. After the session, participants were given a raffle ticket to submit into a drawing for a brand new laptop. Darwin Yellowhair and Jacobi Grillo were the lucky gentlemen to walk away from the conference with brand new laptops. After the resumé workshop we then went to the Career Fair. AISES members distributed their polished resumes to many representatives. Leko Murphy, Anthony Marquez, and Jacobi Grillo were granted on the spot interviews and many other Stanford members were

given personal contacts to use when applying for summer internships. Ian Jellison was offered a job on the spot!

Besides the great professional opportunities presented to our AISES chapter, members were also able to have some fun. There is nothing better than exploring a new city, especially one as beautiful as Portland. There is also a great excitement that comes from watching the film *Paranormal Activity* and then walking back to your hotel room in the middle of the night. Overall, AISES members were able to have an enjoyable time away from the Stanford "Bubble" in a gorgeous city while at the same time still working to make connections with people who have the power to grant you access to elite internships and job offers.

*Laci Davis, '11*

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During their visit to the 2009 AISES Conference, Winona Simms and Greg Graves noted several Stanford Alums in attendance, including: the outgoing Chair of the National Board, Dorothy Pender (Ph.D., EE), the incoming Chair of the Board, Anthony Kahn (B.S., ME), and Board member, James May (B.S., CEE). Many Stanford faces appeared in the AISES magazine, *Winds of Change*, Fall 2009 issue. For instance, Laurence Brown (M.S., MS&E) is in the Lockheed Martin ad, as is Professor Aaron Thomas in the one for the University of Idaho.

Three Stanford Engineering Alums are profiled in the "Engineering the Future" article: Powtawche Williams (B.S., ME), Bevan Baas (Ph.D., EE), Karletta Chief (M.S., CCE). Another Stanford alum, Gary Pechota, (M.B.A.) is the focus of the "Cementing a Career Path with an MBA" article. The 2009-2010 President of the Stanford AISES chapter, Wyatt Ratliff, is pictured as one of the NASA summer interns.

The Conference also acknowledged several Stanford affiliates with awards. The highest award AISES gives is the Ely S. Parker Award. This year it was given to Sandra Begay-Campbell (M.S., CEE), who is also one of our Alumni Hall of Fame members. One of Sandra's interns, Keith Candelaria, just started his masters program here in CEE. The Professional Engineer of the year Kimberley Oldham, is the daughter of our director Winona Simms. The Executive Engineer of the year was Olav Kjono, and his daughter Sandy graduated in '04 (B.S., EE).

The Stanford Native community is proud of these great connections with AISES.

*Greg Graves, '85*

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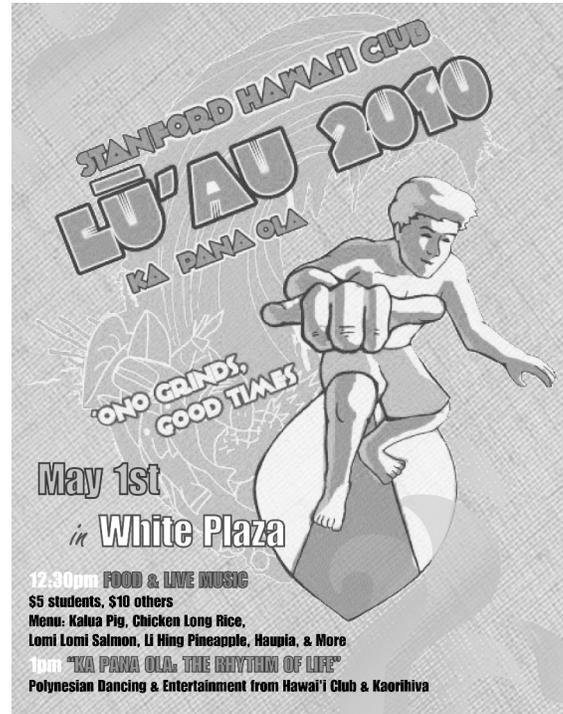
# Hawai'i Club Lu'au

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Aloha everyone! We are so excited to announce that this year's 30<sup>th</sup> Annual Hawai'i Club Lu'au will be May 1<sup>st</sup> in White Plaza! We have been working hard choreographing, teaching, and learning dances from Tonga, Aotearoa (New Zealand), Samoa, Tahiti, and our very own Hawai'i. We have a full line up this year, with a big thanks to the skills, knowledge, and devotion of Hoku Ching. She also incorporated Kaorihiva, Stanford's Polynesian dance group, into the show. We have a large group of freshmen performing, ensuring that the hula will continue to thrive for many years here at Stanford. The theme for this year's dance show is "Ka Pana Ola: Rhythm of Life."

Eric Lau and Thomas Young have been working on food permits and lining up an irresistible menu: kalua pig, chicken long rice, lomi lomi salmon, ling hing pineapple, and more! Hopefully, with some of the donations coordinated by the lovely Nicole DeVille, poi will play a prominent role too. And get yourself ready for "ono grindz, good times" on May 1<sup>st</sup>!

*Edie Constable, '12*

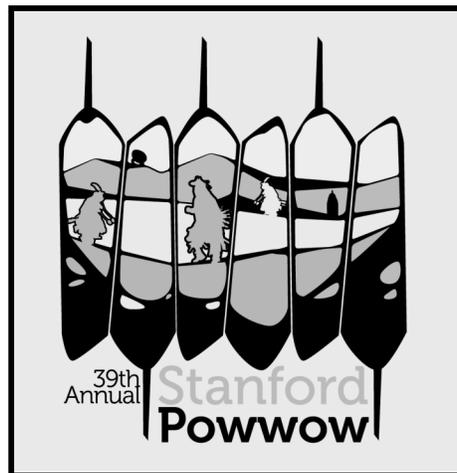


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# 39<sup>th</sup> Annual Stanford Powwow

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Planning for the 39<sup>th</sup> Annual Stanford Powwow is well underway! In one week, we will convene our 3-day Mother's Day Weekend Powwow, May 7-9, 2010. As we honor the women in our communities who support and love us, we also celebrate the contributions that have been made by past and current students. The Stanford Powwow is a collective effort to inspire academic pursuits, to educate and inspire the younger generation of Natives, and to educate the outside world of our Native traditions. This weekend extravaganza will be jam-packed with dancing, drumming, and delicious food in addition to approximately one hundred vendors showcasing a variety of arts and crafts. This intense 3-day weekend is a result of nearly 10 solid months of planning by a dedicated committee of students. Due to budget cuts within the university, this year's planning committee pursued a comprehensive fundraising campaign through which we contacted numerous Native American casinos, tribes, and businesses, as well as corporations affiliated with AISES for advertisements and sponsorships.



Despite difficult financial barriers, the Stanford Powwow is excited to be celebrating its 39<sup>th</sup> year of existence. The Bay Area has been a huge support system for our event and this year we are pleased to recognize their continued support through our selection of head staff from the greater Bay Area. Furthermore, Powwow serves as an educational outreach opportunity for the 30,000+ Natives and non-Natives, by creating networking opportunities, by sharing different spiritual traditions and customs, and by encouraging participation in ceremonies and dances within all indigenous cultures. Powwow also serves as an important recruitment tool, which encourages Native American and non-Native youth to pursue higher education.

If you would like to be a part of Powwow Committee, it is not too late! If you are interested in volunteering please email: [volunteers@stanfordpowwow.org](mailto:volunteers@stanfordpowwow.org).

We hope to see you there!

2009-2010 Powwow co-chairs

*Michaela Raikes, '10*

*Waddie Crazyhorse, '11*

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# Our Country, Our Way of Life, Our Inspiration

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*Winona LaDuke (top center) at the Native community dinner in the NACC, photo courtesy of Waddie Crazyhorse.*

On a hot, dry summer day, beneath the shade of a gum tree, in the middle of the vast Western Australia desert, an idea was born. After spending over two weeks with our gracious hosts of the Martu nation, during which time we had been reflecting upon the many similar struggles that connected us to these people thousands of miles away from our own homes, we decided that we wanted to share these, and other stories with our peers here at Stanford. And so, on a little dusty notepad, we brainstormed a syllabus, came up with a title, and the rest, as they say, is history.

This winter, our idea came to fruition, and along with about 20 of our amazing peers and the support of Professor Matt Snipp, we engaged in “Our Country, Our Way of Life: Indigenous Peoples & Environmental Justice” (Native American Studies 25 SI). The title, in many ways, reflects our inspiration for initiating the course. In Australia, we noticed that our Martu cousins referred to their homelands as their “country.” Though seemingly a simple expression, this concept of “country” communicates a great deal about the ways in which we as indigenous people view the land—not only as our relative, which provides for us, but also an essential part of our identity and sense of nationhood. This idea is what was very much at the core of our course—we as indigenous nations cannot survive without the land, and a healthy environment.

Throughout the duration of the quarter, we highlighted a number of case studies from around the world, which addressed a variety of important contemporary issues facing our communities—from coal mining in the Southwest, to water rights in California, to relocation in Australia, to military occupation in Hawai‘i, and the struggles of the Muwekma Ohlone tribe right here in the Bay Area. Through these case studies, we were able to learn about the stories of various indigenous nations from their own perspectives. This began with a visit from

Rosemary Cambra (Chairwoman of the Muwekma Ohlone Tribe) and other tribal leaders, and concluded with a guest lecture from Winona LaDuke (world renowned indigenous leader and environmental advocate from White Earth, Minnesota).

As leaders of the course, we felt that it was important that all those who participated in our class, were able to gain a better understanding of not only environmental justice issues, but also many of the other issue that tie in to environmental justice, especially for Indigenous peoples. These topics included sovereignty, self-determination, imperialism, decolonization, displacement, identity politics, and sustainability. Our class with the Muwekma Ohlone tribal leaders was especially inspiring for many of us. After sharing their story of termination and the struggle for federal recognition, Chairwoman Cambra called all of us to action. Having heard their story, as future leaders of the world, she exclaimed, we now have a responsibility to share that story, and to take action for justice. One of the students in the class reflected on the inspirational experience, “I heard not only her voice, but also the voices of my elders, my family and my friends...her words made me reassess why I wanted to attend Stanford University, which is to improve the world in which I come from.” We spent the entire next class reflecting on our roles, individually, as future leaders, and on the paths we all have chosen to take. Other class sessions were spent in debate or discussion, challenging each of us to think critically about issues of renewable energy development, sacred site protection, and environmental disturbances.

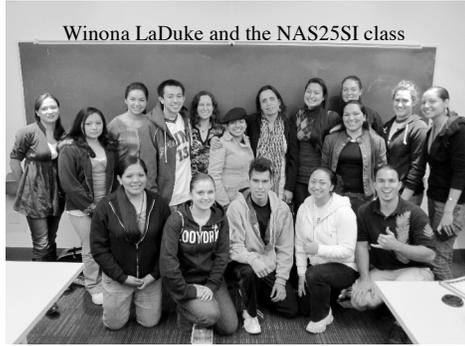
The highlight of our course came towards the end of the quarter with a special visit, co-sponsored by Feminist Studies, and guest lecture from Winona LaDuke. Her talk, entitled “Economics for the 7th Generation,” which followed dinner, and was attended by a group of nearly 100 people from on and off campus. Her message to us all was clear—we all need to reassess the way we live on this planet and reestablish more sustainable life ways. Drawing on her experience as a community organizer on her home reservation in White Earth, Minnesota, Ms. LaDuke instilled in us her own courage and passion for the environment and indigenous peoples around the world. “History is made by people who DO it,” she said, and we all came away from her talk wanting to DO exactly that: make history, by starting a revolution in society's consciousness towards issues of the environment and sustainable living. In this time of economic and environmental crisis, the time is now for us as indigenous peoples to reassert ourselves as the stewards of this planet, before it is too late. Not for our own sake, but for the sake of the future generations who are yet to come.

*Erika Chase, ‘10*

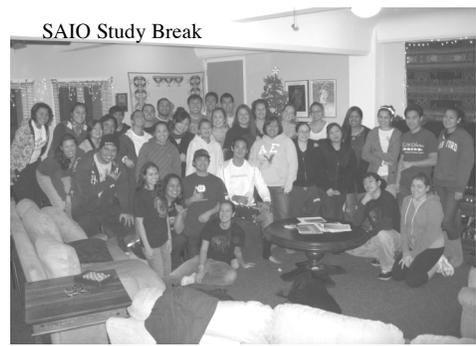
*Leon Peralto, ‘10*



Save the pigs from the flood!



Winona LaDuke and the NAS25SI class



SAIO Study Break



Kayla Carpenter in Santiago, Chile



Mililani and Rachel in Cape Town, South Africa



SAIO Tabling for Special Fees



PAE-V Graduate Student Panel



2010-2011 Powwow Committee



Powwow! Powwow! Powwow!

**2009-2010**

**AIANNHP Staff:**

Winona Simms, Denni Woodward, Greg Graves

**NACC Staff:**

Kayla Carpenter, Yve Chavez, Cady Ching, Veronica Lane, Noa Lincoln, Leon Peralto, Isaac Vigilla, Darwin Yellowhair.

# ComingVoice

*A Publication of the American Indian, Alaska Native, and Native Hawaiian Program and the Stanford American Indian Organization*

524 Lasuen Mall, Clubhouse Ground Floor  
Stanford, CA 94305-3064  
Phone: (650) 725-6944;  
FAX: (650) 725-6900

**Editor:**

Yve Chavez, '10

**Contributors:**

Mary Jiron Belgarde, Ph.D. '92

Kayla Carpenter, '10

Erika Chase, '10

Cady Ching, '12

Edie Constable, '12

Waddie Crazyhorse, '10

Laci Davis, '11

Aidan Dunn, '11

Nanibaa' Garrison, Ph.D. '09

Greg Graves, '85

Benjamin Hoy, Ph.D. '13

Noa Lincoln, Ph.D. '13

Alyssa London, '12

Rachel Lum Ho, '10

Leon Peralto, '10

Todd Phelps, '12

Michaela Raikes, '10

Wyatt Ratliff, '11

Mililani Trask-Batti, '10

Darwin Yellowhair, '12